April 25, 2020

To the Graduate Program:

This project, entitled "Using translanguaging to improve student´s comprehension in their subjects" by Maria Elena Cobo, is presented to the Graduate Program of Greensboro College. I recommend that it be accepted in a partial fulfillment of the requirements for the degree of Master of Arts with a Major in Teaching English to Speakers of Other Languages.

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 Dr. Michelle Plaisance, advisor
Director, Graduate Program in TESOL

We have reviewed this
Project and recommend its
acceptance

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Paula M. Wilder

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Dr. Kathleen Keating
Chairman, Department of English

Acceptance for the Graduate Program

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Jane C. Gerardi

USING TRANSLANGUAGING IN SCHOOL TO IMPROVE STUDENTS´

COMPREHENSION IN THEIR SUBJECTS

Presented to
the graduate Program
of
Greensboro College

In Partial Fulfillment
of the Requeriments for the Degree
Master of Arts in
Teaching Englis to Speakers of Other languages

by
María Elena Cobo

May 2020

Dr. Michelle Plaisance

Abstract

Having taught for about thirty years in my country, Ecuador, and in the United States I have seen the changes in education focused on students´ success. However, there is always space to grow in the same direction and one of the strategies that is being used throughout the world is translanguaging, a strategy that gives the importance to the use of languages in classrooms. Translanguaging used as a dynamic way to use the whole repertoire students possess will make a tremendous difference for them to thrive in their academic and personal environments. This paper presents characteristics of translanguaging, benefits and how to implement it in classrooms. This project designed as a workshop will be focus on getting to know what translanguaging is and how teachers can implement this in their lessons for students to have a better comprehension of their subject´s content.

Dedication

       I would like to thank my family for their support and unconditional love. I dedicate this work to my mom who taught me what resilience is and to never give up even in the hardest circumstances.

Acknowledgments

   I would like to express my gratitude to Dr. Michelle Plaisance, my tutor, for her support and patience throughout the thesis writing process. To the tutors of Global communication for their work, without them this thesis would not have been possible. A special thanks to all the staff at Greensboro College that made this possible.

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Chapter One: Introduction

Having worked in the United States as an ESL teacher as well as in my country Ecuador, I have been given the opportunity to see students´ struggles when learning a second language. In the United States, I worked with elementary migrant students whose families had many non-literate members and saw first-hand how the immersion in their target language helped them to improve their speaking and listening skills first, and with time their reading and writing. For students whose families were not literate, the process of acquiring the target language took more time because there was no support at home and no knowledge of the language. When I was eight years old, I went to the United States and was placed in fourth grade in the school system with no English language abilities. Likewise, there were no ESL programs; therefore, it was a matter of "sink or swim," as they called it. Thanks to the patience of my homeroom teacher, I was able to use my first language to complete my homework, and she bought a dictionary to help to understand what I was doing. In three months, I was understanding and speaking the target language. I was making connections with my own language, and I began to understand by being involved in a monolingual English environment. I was also aided by the fact that my family in the United States was fluent in both languages. Even though this process seems easy, it was difficult for me to not have any kind of programs in place at the school to demonstrate my knowledge in my first language in some subjects. The reading began to make more sense after I spoke the language, and the writing came along slowly as I tried to make sense of what I wanted to transmit.

Times have changed undoubtedly for students that learn a second language (L2) in the United States at public schools as I witnessed, when in 2002, I began working in North Carolina as an ESL teacher in a primary public school. Today, there are many different programs that help students to acquire language faster, as well as infinite resources and

strategies that may be used by schools to comply with their objectives of language acquisition and mastery. One of the resources is hiring people that speak other languages and having this support for all students for whom English is not their first language (L1).

In Ecuador, the Ministry of Education requires a second language to be studied by public school students (https://educacion.gob.ec/curriculo-lengua-extranjera/). This can be English or French, but the majority of schools choose to teach English. There are also German and French schools that teach their subjects in their languages and English as a third language. In the American schools, which are bilingual, subjects are taught in English and other subjects in Spanish.

In the school where I work, there is an international section in which the policy is to use English in English classes and Spanish in Spanish classes. This is difficult to comply with, taking into account that the majority of students´ first language is Spanish, and their interaction with each other in class and outside of class is in their mother tongue.

In my ten years of working at my current school, I have seen students that learn English content by translating and by discussing content with others in their L1, which gives them assurance. Research has shown that translanguaging empowers students to acquire better English content. According to Cenoz and Gorter (as cited in Sun Park Mi, (2013) ("through strategic classroom language planning that combines two or more languages in a systematic way within the same learning activity, translanguaging help students that speak other languages to understand the content of a subject and comprehending other languages." (p.50).

My school´s policy is that students should be speaking only English for mastering the language which may be possible with oral fluency, but the acquisition of subject content needs a different approach. I suggest that this project demonstrates the advantages of using

translanguaging in classes to lead to a better comprehension of content using the research of Cenoz and Gorter (2011).

Thus, I present a workshop with teachers that I work with from middle and high school to provide them first, with a general view of what Translanguaging is and the advantages that Translanguaging might bring to their classes to improve content understanding. It is important to add that this does not go against the school´s policy, but it enhances what they already do inside their classrooms to support their student's immersion in a two-language learning environment. This workshop is an additional tool used by teachers to improve students´ confidence in their classes as they see their language is valued, and it is used to understand content in a more efficient way.

As part of the project, I present a Power Point presentation with the important points of translanguaging which facilitates a collaborative activity to come up with different strategies for their own classes depending on their subjects. The goal is for teachers to add some of these strategies to their planning and to convert this into a general norm amongst teachers for students´ benefit. Afterwards, the results are integrated as part of teacher´s planning.

Chapter Two: Literature Review

In this chapter, I will review four different aspects related to my topic that will cover theories on language acquisition, what translanguaging is, and what the benefits of using it are in the classroom. In addition, I will discuss how teachers can implement it in class with better results for improved comprehension of subjects taught at schools. Throughout modern history, there have been several theories on how to teach a second language or how to face the reality of having students with more than one language in the same classroom. There are multiple ways on how school systems have overcome this issue. Krashen (1994) and Cummins (2009) wrote about monolingual, bilingual, multilingual programs, their benefits and their weaknesses, and how these programs have been used in classrooms.

School systems recognize the necessity of implementing new and better programs for students' success. School systems face the issue of families with illiterate members and migrant families with no knowledge of the target language. Students who speak other languages have rich cultural background, which makes it even more difficult for schools to create a balanced program to meet everyone´s needs.

Bilingual Education Programs

Krashen (1981) stated that bilingual education is when students study their subject in their mother tongue until their second language improves and have the required linguistic elements to engage in learning in their second language. He also argued that bilingual education varies in the way in which classrooms are structured to teach a subject, how the target language is being exposed to students, and how much the target language is being utilized.

Krashen (1981) stated other options such as submersion programs, in which students are placed in the classrooms with the same curriculum as native speakers. The students included in these programs are more exposed to the target language, but they do not have any different instruction. Another possibility is a submersion program, but with ESL in which students who have not reached the necessary skills have time for special instruction and acquire what is necessary for their regular classes. Additionally, the author has described the immersion program, in which students will be instructed in the target language. There are early immersion programs in which students are taught in the target language at earlier age and late immersion programs in which students are taught in the target language after a couple of years in their first language.

Second Language Acquisition Theory

Krashen (1981) wrote about the differences between acquiring and learning a second language. Acquiring language is a subconscious process in which students do not know about grammar or rules, they just ¨know¨ what is correct or not and that they are using language for communication purposes, while learning needs knowledge of grammar rules to speak correctly. The Monitor Hypothesis, explained by Krashen, states that students use a conscious learning when taking a test and there is time to think about the rules and the structure, but not in a formal or informal conversation. In the same way, the Natural Order Hypothesis explains that students acquire grammar patters in certain ways and clarifies that students acquire some rules earlier than others that differ from their first language. For example, English plurals are learned earlier than possessives; nevertheless, there is no information for every single language on how this works. Hinkel (2016) has shown evidence that target language teaching should not focus on a grammar curriculum.

According to Krashen (1981), it is important to know how students move from one level to another in their language acquirement. Students acquire language by analyzing what is presented to them; in other words, the material has to be a little more difficult for them to discover the meaning and by utilizing strategies of their own, they will move to the next level of competence. In classrooms, teachers often present material that have structures presented first and then students will use it in communication. This Input Hypothesis states the contrary: students discover and decode messages that have this new structure.

The Affective Filter hypothesis draws attention to emotional factors, elements that are directly related to the process of acquiring or learning a second language. This theory proposes that different affective variables are related to the success of the acquisition of a second language and arranges the emotional categories as follows: motivation, self-confidence, and anxiety (Badara, Hanafi, Kamaluddin, & Sari, 2019). Language students with high levels of motivation and self-confidence and low levels of anxiety tend to have better performance in learning and acquiring the second language. Additionally, Krashen (1981) proposed that language students fluctuate at different levels of competence acquisition, depending on their level of affective filter.

Language teaching will have certain characteristics according to Krashen (1982b). These characteristics will provide students with important and interesting input in their second language and will respect students' time to speak and learn grammar rules in proper time. Students will succeed in their subjects at school when they can follow and understand what is imparted by teachers. Mosqueda, Bravo, Solis, Maldonado, and De la Rosa (2016) argued that students will need different levels of proficiency in the target language to understand subjects like math or science, while the study of mathematics needs less knowledge of the target language, and on the contrary, science will need more.

Monolingual Education Programs

Howatt (1984) has referred to the monolingual principle as the one in which education in classrooms will be held only in the target language excluding students' first language, in order to prevent their first language from interfering in the learning and acquisition of their second language. This monolingual principle also calls for avoidance of the use of translation and warns that both languages should be kept separated. Cummins (2012) has stressed that there is no evidence to support that translation should be avoided; nevertheless, they still go on with these practices in classes and, as a result, opportunities for students to be proficient in both languages are limited.

Monolingual education programs were accepted about one hundred years ago, when the evidence suggested that students had to avoid any translation so that their native language would not interfere with the learning of the second language. The most important purposes of these programs were to develop listening comprehension and speaking abilities. For this reason, the audio-lingual and audio-visual approach as a tool for implementation of the second language teaching emerged in the sixties (Bte & Hijrah, 2013). The audio-lingual method was known for the separation of the four skills–listening, speaking, reading, and writing–giving more importance to the first two over to the reading and writing. The audio-lingual method proposed a syntactical progression and it was intended to be taught to ordinary learners (Qing-xue & Jin-Fang, 2007).

Pedagogical researchers in second language teaching have concluded that monolingual education programs were not as useful as they had expected, and most of them assume that both languages (native language and target language) must not be together in the classrooms. Second language teachers often consider the use of the native language as a failure in the learning and acquisition process; this allows teachers to absolutely avoid the use of native language in the classroom (Duff & Polio, 1990).

Multilingual Education

Multilingual education has been a topic of interest for many years having multiple researchers writing about and focusing on language learning and language teaching. Cenoz and Gorter (2013) explained that multilingual education has crucial significance when teaching a language in schools, because it shows that students can use their multiple skills to learn and they may build up concepts and transfer them to other languages. Angelis (2008) wrote that L1 knowledge should be used in classrooms for a better learning process and that teachers should urge students to use strategies taught in class. Cenoz (2017) stated that the idea of keeping language separated is not accepted anymore and multilingual education is being seen from a holistic point of view.

Cenoz (2017) talked about three aspects when looking at a multilingual education: the speaker, the entire repertoire of the speaker, and the social context. These three characteristics are intrinsically connected because students use their repertoire when they are in social contexts (Cenoz, 2017). Multilingual students will not use only one language for all possible situations, but will vary depending on the specific purpose (Cenoz, 2017). Cenoz (2017) also wrote that multilingual students might use all these linguistic resources when learning and speaking other languages, but these will not be used if they are not activated. In other words, students have to be aware of their linguistic aspects to use them (Cenoz, 2017).

Pawlak and Kiermasz (2018) stated that multilingualism is seen as a natural phenomenon in the world because of the coexistence of multiple groups of people who interact daily and come from other countries with different cultures and languages, and because of the existence of the internet and social media. Pawlak and Kiermasz (2018) also argued that countries have promoted the implementation of laws in their internal educational policies to teach other languages in their school systems facilitating the appearance of more

multilingual people. Multilingual education is given the importance that it deserves due to the fact that it serves not only to further communication, but also because it helps individuals do business with other countries (De Angelis, 2008). Nowadays, in the modern world people have at least some knowledge of a language other than their L1 and it is a reality that education is facing this issue of how to instruct students in the second languages that they need to be successful (De Angelis, 2008).

Han and Park (2017) have emphasized that bilingual students have better results in phonetic discrimination tests and hearing exams. Han and Park (2017) have also highlighted that bilingual and multilingual students have greater flexibility in their use of learning strategies, compared to monolinguals. The use of the first language in the educational programs of a second or third language brings benefits to monolingual teaching (Han & Park 2017).

Translanguaging

Since the 1990s when Cen Williams used the Welsh term "*trawsieithu*" to define a method in which students could use their first and second languages with the goal of producing or receiving content, translanguaging has been a new concept that is still expanding (García, Lin & Angel, 2017). This method aims to promote learning from the use of two languages in the same class. For example, while students are offered a certain linguistic input in a particular language, they can be asked to generate a certain product in another language (García, Lin & Angel, 2017). Therefore, translanguaging is a way to look for connections when there is a danger that the message will not go through, because it is more important to understand content than to be grammatically correct (Paulsrud, Rosé, Blogarka, & Wedin, 2017). For Ortega (2018), translanguaging is the "process in which two or more languages are juxtaposed with the merging and converging of cultures" (p, 164), and

the cultures are not isolated anymore in a globalized world where we are connected in multiple ways.

Lopez, Turkan and Guzman (2017) argued that translanguaging should be accepted in multilingual classrooms, as students are using their languages in a dynamic way to succeed in schools and in their academic environments. Also, translanguaging can be used for assessment purposes when students can use any of their languages to demonstrate the knowledge of a content area (López, Turkan, & Guzmán 2017). However, it is a challenge, as teachers will have to change their traditional monolingual view and accept or implement new types of assessment using translanguaging (López, Turkan, & Guzmán, 2017). Assessments using translanguaging may allow teachers to have a better reference on student's content knowledge and their strengths and weaknesses as well (Lopez, Turkan and Guzmán, 2017).

Vogel and García (2017) stated that translanguaging has much to offer to students as it emphasizes their development, and it is not only what students use when they cannot find a word or they do not know how to convey a message, but because they have the skills to comply with what is asked in class. Also, Vogel and García (2017) established that justice is not done for all the bilingual or multilingual students if they use only half of their linguistic features when they can use all of them. Translanguaging is a dynamic system in which great creativity is manifested, with integration of linguistic resources that facilitates critical thinking and students can find their identity within a group (Sayer, 2013).

Translanguaging should not be confused with code switching which is based on separating the two languages, while translanguaging allows the two languages to be linked in a flexible and dynamic way (Shuzhan & Wenjin, 2017). This process allows students to establish conceptual relationships in the students' first language and extrapolate it to the

target language. It is not about giving prominence to one language or another, but it is the goal that the students reach a competency level in both languages (Shuzhan & Wenjin, 2017).

Kampittayakul (2018) explained that translanguaging helps students to improve their listening and speaking abilities in the target language and goes beyond the traditional notions of bilingualism and second language teaching and learning by systematizing the teaching practice with different moments where each language is used with different purposes, which facilitates the development of competencies in both languages. Kampittayakul (2018) also stated that translanguaging was a tool for students to use to figure out concepts in their lessons in the target language and that both teachers and students gain knowledge by interacting with each other.

Translanguaging benefits and implementation in classrooms

García, Johnson, and Seltzer (2017) explained that translanguaging can bring several benefits to education, for example: assisting students in understanding class content, offering opportunities to expand their linguistic applications, permitting students to use their first language and helping to preserve students´ identities. These researchers also said that teachers have to understand that students are always using their language repertoire when they interact with others; students are translanguaging and if not supported, students will fall into an area of insecurity, which will not help their development in academics (García, Johnson, & Seltzer 2017). Additionally, translanguaging instruction is able to help students develop the target language and the second language because it gives both languages the same value and this is key for students´ success (García, Johnson, & Seltzer, 2017). Hornberger and Link (2012) also explained the positive implications for learning when translanguaging is used in different environments such as at school and at home.

Burr (2018) emphasized that translanguaging is beneficial for students who are still learning the target language, as it permits a better understanding of the curriculum designed by schools, giving them opportunities to increase their language proficiency. Additionally, it allows teachers to have inclusive classrooms that accept speakers of other languages who may not have the same proficiency level as other students. It also offers an opportunity to scaffold subject content while increasing target language knowledge. Also, an essential benefit is that translanguaging allows students to develop an international mindedness, being open minded, respecting other people and cultures and encourages students concern about the global environment, in schools, which brings many points of view seen through the eyes of all these students (Burr 2018). If the educational community embraces the importance of translanguaging by creating relationships, then this pedagogy can work to benefit students (Conteh, 2018). As a pedagogy, translanguaging permits certain flexibility to teachers to use students´ languages as a resource and not be stressed because of the rigidness of solely using the target language (Ortega, 2019). Baker (2001) discussed some advantages of using translanguaging that it helps students in class, and these are:

1. Develops a deeper and more complete understanding of the subject matter.

2. Helps to expand the target language.

3. Promotes home-school connection and cooperation and

4. It might help weaker and stronger learners integrate in classrooms.

Kleyn (2016) has proposed some elements to incorporate into the classroom, and these are:

1. Constructing collaborative structures in which students interact and learn from each other during in-class activities.

2. Classroom resources, like books in different languages, videos, movies and other internet resources.

3. Allowing students to do presentations and read aloud in their home language.

4. Using translation when needed to clarify instructions or lesson objectives.

Daniel, Jiménez, Ray and Pacheco (2019) established that it is important to do scaffolding to assure a beneficial outcome of translanguaging in the classroom. Scaffolding could be done throughout the year or only lesson by lesson by providing students a process by which to move levels from easy to more complicated tasks (Daniel, Jiménez, Ray and Pacheco 2019). These researchers also talked about how beneficial it is to use students´ prior knowledge when planning, using symbols, connecting students´ background into learning, and creating an inclusive learning environment in the classroom, using materials teachers have made. (Daniel, Jiménez, Ray, & Pacheco 2019).

Chapter Three: Project Design

In this chapter, my purpose is to explain how to implement translanguaging into teachers´ lessons in order to create an adequate balance between the first language and the target language in order for students to develop competent understanding of the subjects delivered at school. Teachers need to know not only their subject content, but also how to implement strategies for all of their students, especially those whose first language is not the target language. Strategies should involve not only academics, but as Kohl (1993) stated, there has to be willingness from students to learn in their school environment, and awareness of this issue must be addressed and managed by teachers. García (2009) also wrote that one of the most difficult tasks is how to educate students that speak other languages and that it is important not to label these populations as English Learners or Non proficient learners but to call them emergent bilingual, which depicts a more positive connotation.

To reach an understanding from teachers, we should have more professional development at schools, so teachers can learn how translanguaging can be used in their classrooms. For example, in the international school where I work, every Wednesday, all the personnel are required to attend professional development coached by professionals in different areas, with the sole purpose of improving our knowledge in new educational advances. International Baccalaureate schools in Quito, Ecuador have come together as well, to enhance teachers´ development through conferences organized every year. For example, there is the TTT, Teachers Teaching Teachers--in which teachers prepare workshops for others and we learn from each other´s expertise--and the AASSA (Association of American School in South America) conference held in our country from time to time. Also, the Ecuadorian Government, through the Ministry of Education, offers continuum conferences and workshops for teachers throughout the country and these recognize the importance of

having a quality education for all students, especially in public schools where English is taught as a required second language. However, subjects are not taught in English. The Ecuadorian Ministry of Education, conscious of the necessity for a better English level among students, has signed an agreement with the United States Red Cross to implement English classes for teachers to improve their English levels. Schools need to work collaboratively with the Department of Education to plan an efficient and structured plan for all schools, to enhance students´ English proficiency, as part of the country's educational policies.

Burr (2018) argued that language teaching is important in International schools, but it is also an important issue to acknowledge. One of the goals for students in international schools is to create international-mindedness, and a way to comply with this goal would be the use of translanguaging in the classrooms, keeping in mind students´ language performance in their target language without causing detriment to their first language. The necessity of implementing new strategies in our daily class delivery is undisputed, and one of those strategies can be the use of translanguaging.

Conclusion

Having a heterogeneous population in schools, in regards not only to their level of target language proficiency, but also in their culture, their customs, and traditions, there must be an awareness from the school community who must be prepared to deal with it in an effective way with student success in mind. There is an imperative need to implement translanguaging in international schools to help students reach high proficiency goals in the content subjects delivered. Adding Translanguaging as a teacher resource would allow students to use their first language to better comprehend subject content, vocabulary and instructions and deliver their understanding in the target language. Students will feel their

culture and their language are respected and acknowledged as they will be allowed to use it, not only in social environments, but for academic purposes as well. In the long run, results will be tangible as teachers, administrators and students realize the advantages of using translanguaging in schools´ lesson planning.

Being a subject teacher in an international school; I understand the need for my students to use their first language to communicate among themselves, to translate content, to explain concepts, and sometimes to convey a message in class. Having read about translanguaging and how it can be implemented has given me an insight into what it means and the benefits for students. The workshop I am planning to deliver to my colleagues who teach middle and high school is to share the findings of this written work, the benefits of using translanguaging as part of their planning and hopefully to share the understanding that students with diverse backgrounds, languages and culture enrich our classrooms. This new way of delivering content can be challenging, and that is the reason why we need all the resources that we, as teachers, can find, learn about and use in order to accomplish the goals which are a part of our schools´ curriculum.

Chapter 4: The Project

      The workshop is being directed to middle and high school teachers at the American School of Quito. The objective focuses on providing teachers with more knowledge about the use of translanguaging, the benefits of using it for content comprehension, and how to implement it in their classrooms. The presentation of the workshop will be through the delivery of a PowerPoint presentation. This workshop will be divided in two parts of 40 minutes each in which the participants will have opportunities to interact, share, and reflect on what is presented.

First Part

      The first part begins with a series of fun facts about language that teachers may have heard about or not. This part is to get teachers involved on what the presentation will be about (See slides 2 and 3).
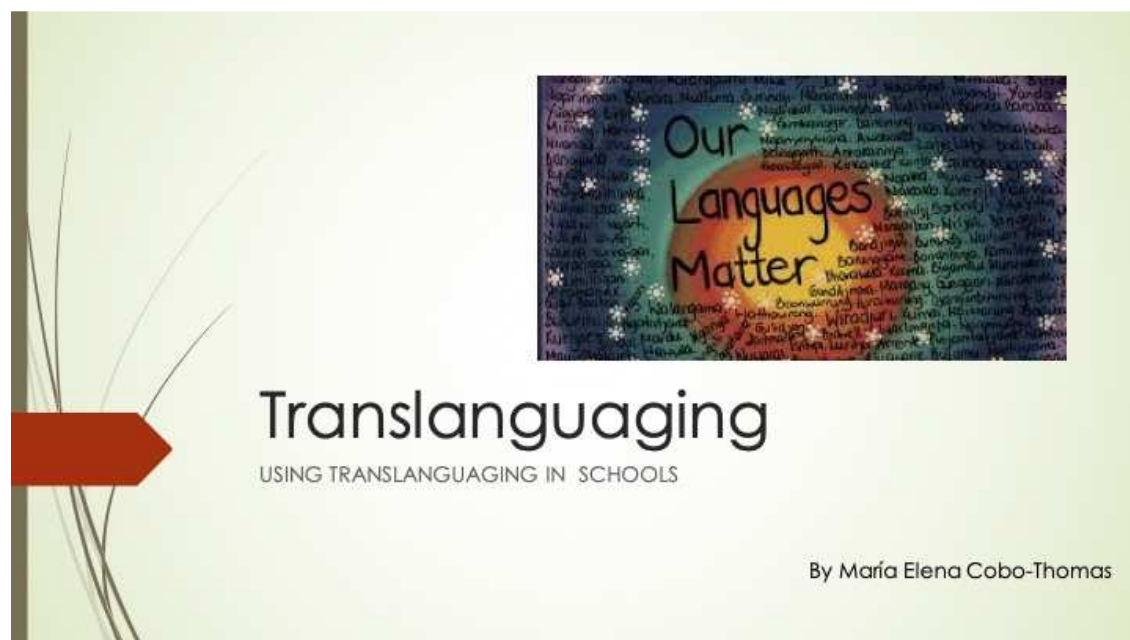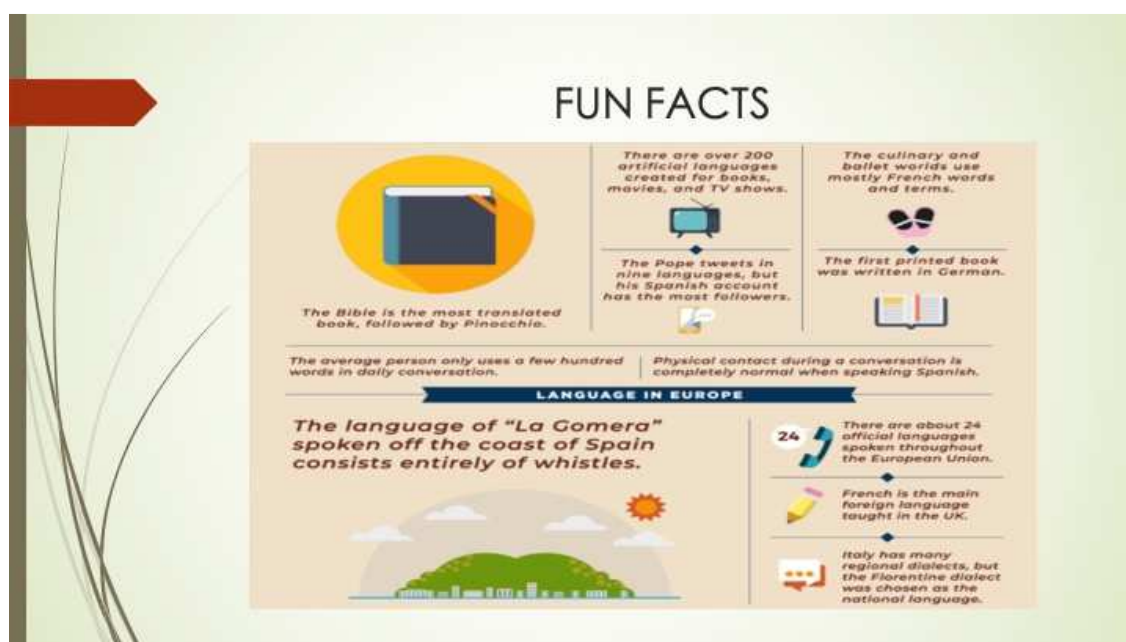
Slide 3

Next, the focus will be about research done to support the use of translanguaging.

Slides 4, 5, and 6 are about research done by Krashen (1981) on the Monitor Hypothesis,

Natural hypothesis, the Input hypothesis and the Affective Filter hypothesis examining at

how language acquisition was based in these hypotheses.

Slide 4

Slide 5

   After discussing Krashen´s (1981) hyphotesis, the focus will continue to monolingual

programs with researchers as Howatt (1984), Cummins (2012), and Bte / Hijray (2016) in

which they wrote about using only one language in education, not using translation as a strategy to support students and also the idea on using audiolingual and audio visual programs to enhance listening and speaking abilities. This is presented for reflection among the teachers about how education has changed parameters, moving towards a more holistic view of embracing the abilities that students have when talking more than one language.
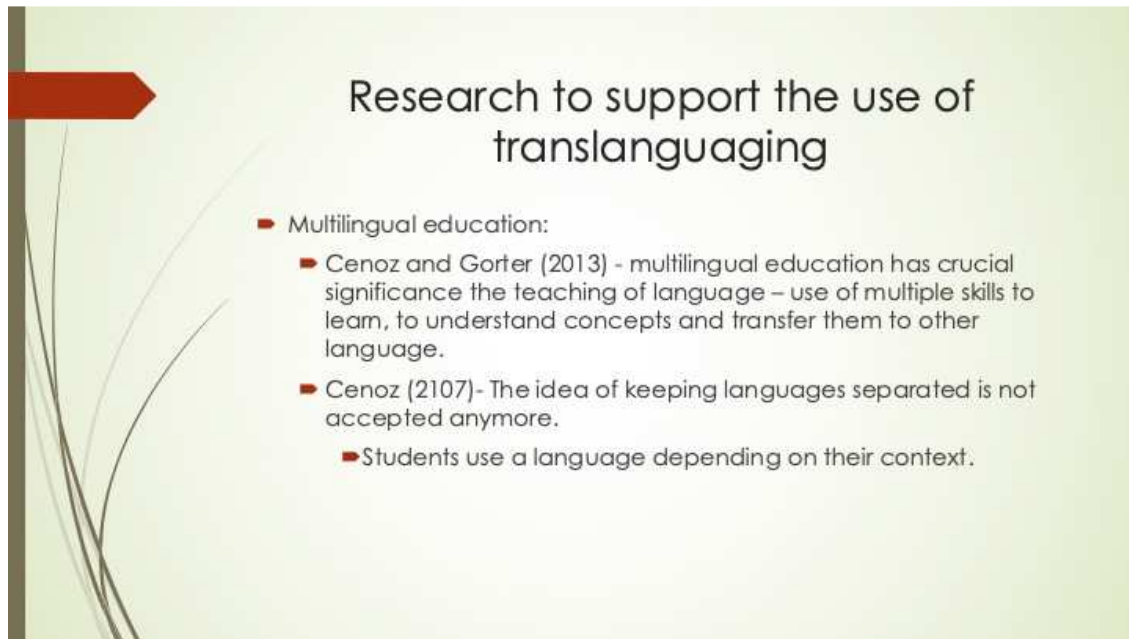
Slide 6

Next, the presentation focuses on multilingual education, considering the research of Cenoz and Gorter (2013, 2017), which is a different approach to education. At this point the presenter and teachers discuss the ways in which students that speak more than one language can be supported at schools to enhance their knowledge and better understand content in different areas.

Slide 7

Following the discussion on how education has changed towards a broader view from monolingual to multilingual programs, the term translanguaging is introduced as a dynamic system in which students can use their whole repertoire when participating in classrooms for different purposes. The term is not new, as it appeared in the 1990s to define a method used by Cen Williams in which students could use their languages to produce or receive content. The presenter and teachers will reflect on this strategy followed by the descriptions of characteristics of translanguaging.

Slide 8

At this point, the characteristics of translanguaging will be presented to the participants. Translanguaging promotes learning while using more than one language in the classroom and students will make connections to comprehend content of the subject being taught as it is more important to get the message through, than only to be grammatically correct. Translanguaging can also be used to assess students who enter school to diagnose their level of knowledge and this assessment can be done in the student´s first language. Teachers will have a better idea of students' strengths and weaknesses and from that point have an idea of what to plan in their classes in order for students to succeed.

Slide 9

Translanguaging will facilitate the flow of the class due to the flexibility of teachers using students´ full repertoire in class. The practice of using more than one language in the classroom will promote students' critical thinking, as nobody is giving more importance to one language over another. All languages are important, all cultures are important and that idea is what we need to transmit to our students. The teacher´s goal should be to reach competency in both languages. Participants will discuss these characteristics and share their own experiences with their students, if any, with the other teachers in the workshop.

Slide 10

 Presenter continues sharing more characteristics about translanguaging. Translanguaging is a way to help students improve their listening and speaking abilities because they will be using the target language and their own language in classes, going beyond the bilingual teaching practice in which two languages are separated. When using their full repertoire, students will figure out concepts in their subjects and then they will produce an outcome in the target language. As a characteristic and as a benefit, students and teachers gain knowledge by interacting with each other on a daily basis at school. At this point of the workshop, translanguaging and its characteristics have been presented as a strategy to enhance students´ academic and social performance.
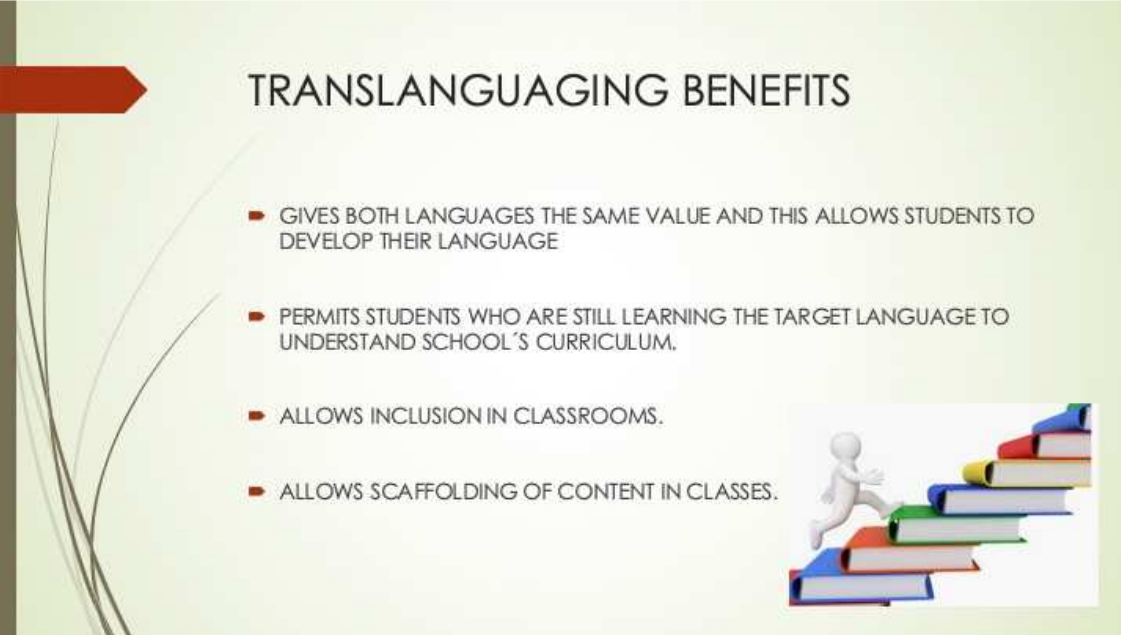
Second Part

Slide 11

  The second part of the workshop begins explaining the benefits that translanguaging

can offer when used in classrooms. Among the benefits of using translanguaging in

classrooms, there is a better comprehension of subject content by using their whole linguistic

repertoire and, by doing this, students preserve their identity and increase their self-

confidence.

Slide 12

By using translanguaging in classrooms, there is the idea of giving the existing languages the same value and by doing this, there is an appreciation for students´ cultures and identities. Students are permitted to use their first language to understand the target language´s curriculum, which will give students more understanding of what they will be learning at school, feeling included and feeling that they know what is going on in their academic environment. The use of translanguaging will allow teachers to scaffold the content for students in class as they increase their target language knowledge. Teachers, at this point, will share their opinions on the benefits explained and if there is something else they would add to this, according to their own classes.

Slide 13

The participating teachers teach at an International Baccalaurete (IB) School, and a characteristic of an IB school is to develop in students on international mindedness, including is being open-minded, empathetic, reflective, respectful, and considerate of their impact on the environment. The goal is to use all the resources available, including translanguaging, in order for students to thrive in their academic and social environments.

Slide 14

Lastly, this part will focus on how to implement translanguaging in class. The presenter will direct their attention to this point in which the implementation of this strategy will depend on the focus of the teacher´s subject and the importance of teachers changing their mindset of a monolingual education to a more holistic view of education in which translangualing has a space in classrooms. Some ideas are to use collaborative work in classes, to allow students to use their linguistic repertoire to learn to research in their language, to demonstrate acceptance and respect for other languages in the classroom, to use either language without detriment of the other language, and not to fear translation if it is a strategy to gain knowledge.

Teachers at this point will work in groups by areas and see an example of a lesson plan for Science 7th grade from this school year, 2019-2020 (See Appendix A) and also a Unit plan for TOK (Theory of Knowledge) 11th grade (Appendix B) and give suggestions to implement more activities for it.

A chart will be handed out for participants to complete, on which they will record their own examples of activities that may be used in their classes depending on their areas and their grade levels. By the end of the activity, one teacher from each area group, will share the activities for their lesson plans to receive feedback and to discuss about them with the rest of the participants. (See Appendix 3).

Slide 15

Slide 16

To close the workshop, it is important to thank everyone for their willingness to seek for better and new strategies that may help students to fully succeed at school. To that end,

there will be reflections, questions and ideas on how to continue walking this path of educating students and supporting them to be better human beings.

      Appendix E has suggested readings for teachers who are willing to expand their knowledge in translanguaging.

Chapter Five: Conclusions

Currently, students all over the world have at least some knowledge of another language if not multiple languages. For this reason, frontiers have become closer, permitting people to be connected in all kind of ways. When writing this paper, I realized that researchers, teachers, and the entire community involved in education have the same purpose related to students´ success in their academic and personal environments. I teach at a private school that has multiple resources in technology, library resources, human resources, which are advantages and help students to thrive in their studies. However, we do have students whose level of the target language, English, is low and, after many years of being at the school, I have seen the necessity of implementing some other strategies in our lesson plans for a better comprehension of content matter in the subjects that are taught.

As a result, I thought that translanguaging would be useful and feasible to include in our lessons at school. Through the workshop directed to middle and high school teachers, my goal is to change the mindset that languages should be kept separated when teaching. Even though translanguaging is not a new concept, teachers need to consciously implement it in their daily lessons. Students ¨translanguage¨ all the time when they are using their language repertoire to comprehend a text, when talking to a newcomer, and when trying to make sense of a new content taught in class. This strategy is used by students as a survival mechanism, and teachers need to take advantage of it and use it to reach our goal of academic proficiency.

After reviewing the literature that I used to write this paper, I realized that there is much to improve in the area of teacher´s development to be better prepared for all students that may enter our school system. This is true not only in terms of learning differences, but also students who speak more than one language, which is an aspect that has not been taken into account at all schools. We need to change our mindset and broaden it to become teachers

who think outside the box and look for new ways to support our students, as well as how to handle all these new aspects that we may not have not faced before.

I am aware of the limitations we do have in schools, at least in my country, but this is not an excuse to not prepare ourselves and look for new ways to enhance our knowledge in teaching strategies. Many teachers need to start changing their way of thinking and take risks out of their comfort zone. Furthermore, schools´ internal policies should also be on the same path to promote this idea of thriving for success through conferences, seminars, workshops and always thinking of the well-being of their students and their community. A country that has educated and kind people who think about the well-being of others will succeed.

Appendices

Appendix A: Slides Power Point

Translanguaging

USING TRANSLANGUAGING IN SCHOOLS

By María Elena Cobo-Thomas

FUN FACTS

FUN FACTS

There are over 200 artificial languages created for books, movies, and TV shows.

The culinary and ballet worlds use mostly French words and terms.

The Pope tweets in nine languages, but his Spanish account has the most followers.

The first printed book was written in German.

The Bible is the most translated book, followed by Pinocchio.

The average person only uses a few hundred words in daily conversation.

Physical contact during a conversation is completely normal when speaking Spanish.

LANGUAGE IN EUROPE

The language of "La Gomera" spoken off the coast of Spain consists entirely of whistles.

There are about 24 official languages spoken throughout the European Union.

French is the main foreign language taught in the UK.

Italy has many regional dialects, but the Florentine dialect was chosen as the national language.

Research to support the use of translanguaging

- Second language acquisition: Krashen (1981) talked about the differences between acquiring and learning a second language .
  - The Monitor hypothesis
  - The Natural order hypothesis
  - The Input hypothesis
  - The affective filter hypothesis

Research to support the use of translanguaging

- Monolingual programs:
  - Howatt (1984) – monolingual principle is the one in which education in classrooms are held only in the target language excluding L1.
  - Cummins (2012) said no evidence is available to avoid translation.
  - Audiolingual and audio visual programs to enhance listening and speaking abilities in the 1960s. (Bte & Hijray (2016).

Research to support the use of translanguaging

- Multilingual education:
  - Cenoz and Gorter (2013) - multilingual education has crucial significance the teaching of language – use of multiple skills to learn, to understand concepts and transfer them to other language.
  - Cenoz (2107)- The idea of keeping languages separated is not accepted anymore.
    - Students use a language depending on their context.

What is Translanguaging?

- A DYNAMIC SYSTEM IN WHICH GREAT CREATIVITY IS MANIFESTED

- "A PROCESS IN WHICH TWO OR MORE LANGUAGES ARE JUXTAPOSED WITH MERGING AND CONVERGING OF CULTURES" (ORTEGA, 2017)

- A METHOD IN WHICH STUDENTS COULD USE THEIR FIRST AND SECOND LANGUAGE TO PRODUCE OR RECEIVE CONTENT.

CHARACTERISTICS

- AIMS TO PROMOTE LEARNING FROM THE USE OF TWO LANGUAGES IN THE SAME CLASS.

- A WAY TO LOOK FOR CONNECTIONS TO UNDERSTAND CONTENT.

- CAN BE USED FOR ASSESSMENT PURPOSES WHEN USING ANY OF THEIR LANGUAGES TO DEMONSTRATE KNOWLEDGE.

- ALLOWS TEACHERS TO HAVE A BETTER REFERENCE ON STUDENTS´S CONTENT KNOWLEDGE, THEIR STRENGTHS AND WEAKNESSES.

CHARACTERISTICS

- TRANSLANGUAGING FACILITATES CRITICAL THINKING.

- ALLOWS LANGUAGES TO BE LINKED IN A FLEXIBLE AND DYNAMIC WAY.

- DOES NOT GIVE MORE IMPORTANCE TO ONE LANGUAGE OR ANOTHER.

- THE GOAL IS TO REACH COMPETENCY IN BOTH LANGUAGES.

CHARACTERISTICS

- HELPS STUDENTS TO IMPROVE THEIR LISTENING AND SPEAKING ABILITIES IN THE TARGET LANGUAGE.

- A WAY FOR STUDENTS TO FIGURE OUT CONCEPT IN THEIR LESSONS IN THE TARGET LANGUAGE

- ALLOWS FOR STUDENTS AND TEACHERS TO GAIN KNOWLEDGE BY INTERACTING WITH EACH OTHER.

TRANSLANGUAGING BENEFITS

- ASSIST STUDENTS IN UNDERSTANDING CLASS CONTENT

- OFFERS OPPORTUNITIES EXPAND STUDENTS´ LINGUISTIC REPERTOIRES

- PRESERVES STUDENTS´ IDENTITY

- PROVIDES SECURITY TO STUDENTS

TRANSLANGUAGING BENEFITS

- GIVES BOTH LANGUAGES THE SAME VALUE AND THIS ALLOWS STUDENTS TO DEVELOP THEIR LANGUAGE

- PERMITS STUDENTS WHO ARE STILL LEARNING THE TARGET LANGUAGE TO UNDERSTAND SCHOOL´S CURRICULUM.

- ALLOWS INCLUSION IN CLASSROOMS.

- ALLOWS SCAFFOLDING OF CONTENT IN CLASSES.

TRANSLANGUAGING

BENEFITS

- ALLOWS STUDENTS TO DEVELOP ON INTERNATIONAL MINDEDNESS (RESPECTING OTHER PEOPLE, THEIR CULTURE AND BEING CONCERN ABOUT THE GLOBAL ENVIRONMENT.

- PERMITS FLEXIBILIBY TO USE ONE OR MORE LANGUAGE IN CLASS.

IMPLEMENTATION IN CLASSROOMS

- Constructing collaborative structures in which students interact and learn from each other during in-class activities.

- Classroom resources, like books in different languages, videos, movies and other internet resources.

- Allowing students to do presentations and read aloud in their home language.

- Using translation when needed to clarify instructions or lesson objectives.

EXAMPLES IN DIFFERENT AREAS

- UNIT PLAN FOR SCIENCE 7TH GRADERS - TRANSLANGUAGING ACTIVITIES
  - GROUP WORK
  - VOCABULARY WORDS
  - REFLECTIONS

- UNIT PLAN FOR TOK 11TH GRADERS
  - RESEARCH
  - GROUP WORK
  - INDIVIDUAL ASSESSMENT

- IN GROUPS BY AREAS FILL IN THE TEMPLATE HANDED OUT WITH IDEAS THAT YOU MAY INCLUDE IN YOUR CLASSES.

REFLECTIONS/QUESTIONS/PLANS/IDEAS DISCUSS THESE IN YOUR GROUPS

- What are our feelings about this strategy ?
- How can we implement translanguaging in our classes?
- Does it matter? Why?
- Can we change our mindset ? How?
- Remember we are here to facilitate our students´ success.

THANK YOU

EDucaTiON is the MOST Powerful weapon for CHANGING THE WORLD.

RESOURCES

- https://takelessons.com/blog/language-facts-z14 (FUN FACTS)
- LITERATURE REVIEW TESOL THESIS MARIA ELENA COBO
- IMAGES FROM : NEWS.CURTIN.EDU.AU. (slide 1)
- from Washington post.com (slide 8)
- toststeens.co.nz (slide 9)
- INSIDEHIGHERED.COM. (slide 11)
- teachhub.com (slide 12)
- Njit.edu. (slide 13)
- Gettingsmart.com. (slide 16)
- Prettydesigns.com (side 17)

Appendix B: Lesson Plan

Lesson Plan: Example
2.2 - **Classification Practice**

Date: Tuesday November 26, 2019

Class: 7th Grade Natural Science

Topic of Lesson: Classification of objects

Lesson Objectives:
- Students will learn both the scientific definition of classification, and how to classify objects. They will use these skills to create their own classification system for a fictional alien species, and then brainstorm other areas in science where things are classified.

Standards covered in this lesson:
MS-PS1-1: Develop models to describe the atomic composition of simple molecules and extended structures
Working toward classifying matter as elements, atoms, and molecules.

Summary of the day's activities:
1. Students begin with a Do-Now asking them to define a new vocabulary word. It gives the word in Spanish and English, and asks them to give 3 examples of its use.
2. Students then have a Turn & Talk, in English or Spanish, to compare their ideas and try to convince each other of their beliefs.
3. Linnaean System is introduced as an example of classification in Science (talk about features found in each animal as you move down the chart)
4. Introduce classification activity! The instructions are found on the Google Slide below.
5. Students can discuss their system in either English or Spanish while they work, but they should be told that they will need to debrief in English at the conclusion.
6. After the activity, students will write a small Exit Ticket in the form of a reflection about their learning today, in English.
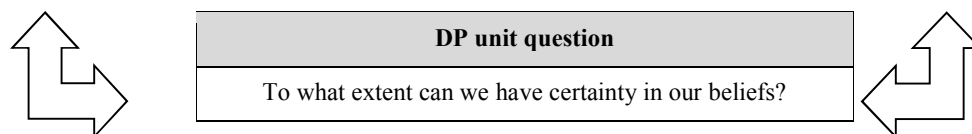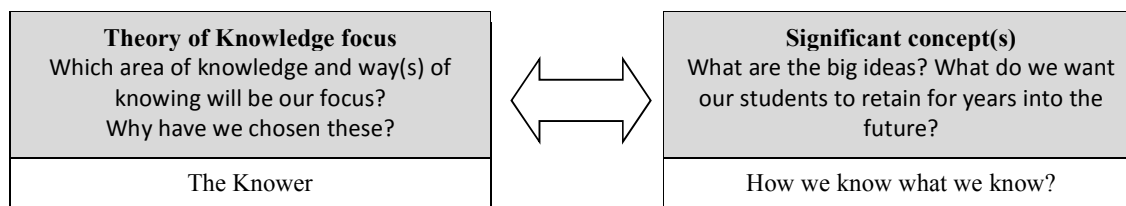7. Clean up and get ready to leave.

Assessment(s) used:
Formative assessment in the form of a four questions reflection Exit Ticket. I will then read these to assess the objective for the day.

Possible Differentiation Strategies:
Strategic grouping, by ability, skill, or language.

Appendix C: TOK lesson Plan

Unit title	Introduction to TOK
Teacher(s)	Cobo Ma. Elena
Subject and grade level	11th TOK 2019-2020
Time frame and duration	3 Class periods

Theory of Knowledge focus Which area of knowledge and way(s) of knowing will be our focus? Why have we chosen these?		**Significant concept(s)** What are the big ideas? What do we want our students to retain for years into the future?
The Knower		How we know what we know?

DP unit question
To what extent can we have certainty in our beliefs?

Resourc
Attached Handouts, Moodle, Infocus, <u>books in Spanish and English.</u>

Mission/Values Connection (Educational Values and/or IB Learner Attributes)
Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in□depth knowledge and develop understanding across a broad and balanced range of disciplines. **Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions. **Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others. **Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience. **Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Benchmarks and Specific Content (DP objectives)
Aims: 1. develop an understanding of why critically examining knowledge claims is important 2. develop a critical capacity to evaluate beliefs and knowledge claims **Objectives:** 2. demonstrate capacity to reason critically 4. demonstrate an understanding of knowledge at work in the world 5. identify values and underlying judgments and knowledge claims pertinent to local and global issues 6. demonstrate an understanding that personal views, judgments and beliefs may influence their own knowledge claims and those of others 7. use oral and written language to formulate and communicate ideas clearly

Evaluation/Assessment (DP criteria)

Diagnostic Exam (TOK Essay Criteria) This can be taken in Spanish as well if necessary to evaluate the students´ knowledge on the subject.

Reasoning Skills

- Induction or make a generalization – Certainty Discussion, Diagnostic
- Deduction or use a generalization – Certainty Discussion, Diagnostic
- Analyze perspectives – Certainty Discussion, Diagnostic
- Persuasive argument – Certainty Discussion, Diagnostic
- Seek logical fallacy
- Decision Making – Certainty Discussion, Diagnostic

Steps in the Lesson (Objective, Access prior knowledge, New information/skills, Apply, Generalize, Assessment)

Lesson 1 – Introduction to TOK (1 day)

Objectives:
- To collect student data.
- To introduce students to the idea that the knowledge they believe is certain may not be.

Activities:
- *Information Cards*:
  - Put the following instructions on the board:
    On the front of your index card print your name in the middle, and in each corner, one thing you know (Include a picture example). This can be in Spanish or if there is another language wanted to be used.
  - Do a quick welcome (in this case in English and Spanish), take roll, and ask students to get started on their papers
  - After 3 minutes ask students to share the thing they know that they are most certain it true.
- *Certainty Discussion*: Go around the circle and for each "truth," ask questions to make students doubt its certainty. One you have doubted each idea, ask students if certainty is possible. Explain that TOK asks us not only to think about what we know, but how we know it, and to make judgment calls on the validity of that knowledge.

Lesson 2 – Syllabus and Policies/Procedures (1 day)

Objectives:
To acquaint students with the classroom procedures including objectives, grade distributions, on-going activities (current event forum & Harkness discussions), and the tentative schedule. All policies may be explained in Spanish as well for those students that may not understand a hundred por cent all the content in English, the target language.

Activities:
Syllabus: Handout TOK folders with copies of the syllabus and Harkness discussion rules. Read through everything, clarifying where necessary. (Spanish)
- *Note-Taking*: When discussing the notes section of the syllabus, give students their notebooks. Explain that these folders and notebooks are meant to last them through the two years of TOK and they may leave them in the classroom. Notes can be taken in the language of their preference.
- *Harkness Discussions*: Explain to students that this is a discussion-based class and that although I will be participating in the discussions, I will not be leading them and they should not look to me for validation or assistance, but rather to their classmates. Review the etiquette standards for a Harkness discussion and explain the grading procedure (see 0.1 Harkness Discussions).
- *Purpose of TOK*:
  - Honest, personal reflection leading to self-understanding
    - Self-understanding: knowing who I really am apart from the masks I present to others, the social roles I fulfil, or the labels and description imposed on me by my society and my peers. It also involves understanding my beliefs and values and

being aware of why I act the way I do, including knowing whether my actions result from my own authentic choices or from unexamined assumptions or the influences of others.
- o Skills: general problem solving, communication, persuasive powers, writing
- o 4 Definitions of Philosophy
  - The search for self-understanding
  - The love and pursuit of wisdom
  - The asking of questions about the meaning of our most basic concepts
  - The search for fundamental beliefs that are rationally justified

Lesson 3 – Diagnostic Exam (1 day)

Objectives:
- To assess students' ability to identify controversial issues in a given situation and articulate their own opinions in written form.

Activities:
- *Diagnostic Exam*: See 0.2 11th TOK Diagnostic. Which can be taken in Spanish.

Appendix D: Chart to fill out

TRANSLANGUAGING WORKSHOP
AMERICAN SCHOOL OF QUITO

AREA	TRANSLANGUAGING ACTIVITIES	OBSERVATIONS

Appendix E: Suggested Readings

TRANSLANGUAGING

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